

but on the contrary, in some departments needs and deserves further encouragement. I hope every laboratory teacher in the country realizes that the object of a college is to give a good general education, and not to make experts in various branches. I have long felt myself, however, that the didactic lectures were being unfairly dealt with. There is a feeling abroad that they should be practically elbowed out of sight. I think the didactic lecture has its place in the medical course; and while I quite feel that the old plan of compelling students to listen to five didactic lectures a week in all of the great subjects was a mistake, I still feel that a good lecturer can teach in this way a certain something which cannot be imparted by practical instruction or by recitations. The personal influence of a good lecturer very often makes an impression which nothing else can make; and if such lectures are made also demonstrative, as by the use of diagrams, the lantern, experiments, etc., they must of necessity fill a very important place in the medical course.

Hygiene is at last receiving in this country the attention which its importance demands; all medical schools in Canada have facilities for teaching it. In McGill University the scope of the teaching of hygiene has been vastly extended, thanks to the generous endowment of that department recently by the Chancellor, the Right Hon. Lord Strathcona and Mount Royal. The subject can now be taught in a scientific and, at the same time, eminently practical manner. There will be three teachers associated with the professor himself, viz., the heads of the Departments of Practical Chemistry, of Pathology, and of Bacteriology. This is following very much the German system, also adopted by the University of Pennsylvania, the chemical and bacteriological aspects of the subject being really regarded as the most important. An extensive working museum, with sanitary apparatus of every kind, forms part of the scheme, and will doubtless add greatly to the efficiency of the course when it is completed. Should the experiment succeed, you will be rejoiced to hear at no distant date that the other schools in Canada have followed the lead of their elder sister.

I fear I have given you a very imperfect idea of medical education in Canada; and it may be charged against me that I have been partial in my description to my own University; but I assure you that such was furthest from my thoughts. The Medical Faculty of McGill University has the right of seniority, and might fairly, I think, be taken as a type of Canadian Medical Schools. Be assured there is no mean spirit of rivalry abroad. We are all working with one object only, the advancement of medicine in Canada. The teaching facilities of some medical schools in this country may be and are actually greater than others, owing to the munificence of citizens, and the school attached to McGill is, I am happy to say, in that position; but although assistance has been rendered in a general way, with two exceptions, the chairs are still unendowed. Yet we have great expectations which we hope will be realized in the near future. Let us hope that our sister universities throughout Canada will be equally fortunate; so that before long we shall be able to report that we are all marching abreast equally equipped.

The facilities for clinical teaching in the larger cities of Canada